Park Spring Primary School

SEN Information Report 2021 - 22

1 Nature of Special Educational Need at Park Spring Primary School.	Park Spring Primary School provides support for pupils across the four areas of need as referenced in the SEN Code of Practice 2015: • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and/or physical needs
2 Information about the school's Policies for identification and assessment of pupils with SEN	Pupils are identified as having SEN, and their needs assessed through: • information passed on from Nursery/ Children's Centres/previous schools; • Foundation stage data, KS1/ KS2 results, baseline testing and progress data; • feedback from teaching staff and observations; • analysis of interventions not showing sufficient impact; • Referrals/feedback from parents and/or external agencies • pupil referrals • analysis of behaviour records
3 The school's approach to teaching pupils with SEN	Provision for SEN pupils includes: • Quality first teaching, with appropriate differentiation in place; • Additional adult support in classrooms where appropriate; • Graduated response using B Squared materials/ The Early Years Developmental Journal to Assess, Plan, Do, Review. • Personalised and specialised provision through time limited programmes; • Personalised and specialised provision through adapted resources and interventions.
3a Evaluating the effectiveness of the provision made for pupils with SEN	Impact tracking is completed at least termly and adaptations to provision made in light of these findings. Progress and evaluation is reported to the Governor with responsibility for SEN. Annual report to the Governing Body and SEN Information Report posted on Web site.

3b Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review	These arrangements include : ❖ Data tracking and analysis for pupil progress and behaviour ❖ ISAR, Personalised Passports, Personalised Plans, IBP and ECHP reviews; ❖ Observations and follow up ❖ Parents meetings. ❖ B Squared Materials/Early Years Developmental Journals to Assess, Plan, Do, Review ❖ Liaison/reviews from/with external agencies e.g. SENIT, STARS, Occupational Therapy, Speech and Language Therapy.
3d How adaptations are made to the curriculum and the learning environment of pupils with SEN	The curriculum /learning environment is adapted by: ❖ Groupings that target specific levels of progress; ❖ Differentiated or adapted resources such as coloured overlays, writing stands, coloured paper. ❖ Adapted teaching styles/ groupings; ❖ Appropriate choices of texts and topics to suit the learner; ❖ Access arrangements for tests and or examinations; ❖ Additional adult support ❖ Movement breaks, sensory support, emotional regulation strategies
3g Support that is available for improving the social emotional and mental health of pupils with special educational needs,	Pupils are well supported by: • An anti-bullying policy that is supported by all staff • Webster Stratton plus Staged Response to Inappropriate behaviour • A whole school ethos and inclusion team that provide programmes including nurture groups, bereavement counselling, Drawing and Talking Therapy, Little Voices, individual mentoring/provision and friendship groups to develop SEMH in all pupils. • Targeted support for individual pupils. • Multi-Agency working to provide specialist targeted support e.g Counselling, emotional wellbeing, child psychotherapy and family support through Pudsey cluster • School Council • Pupil Voice • MindMate Friendly School • Chimp Management in Yrs 3 and 4
4 **Inclusion Manager / SEN Co-ordinator – Janet Draper** **SEN Governor – Jennifer Lawton**	Contact Details: School Telephone Number 0113 2552526 jdraper@parkspringprimary.co.uk jlawton@parkspringprimary.co.uk

5 Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.	Audit of staff expertise in SEN undertaken annually • SENCo is a qualified teacher with nearly 30 years teaching experience. She has nearly 20 years' experience as a SENCo across three local authorities. This is addition to substantial leadership experience at senior level and across the full primary age range. • SEMH/Inclusion Mentors have received training in Drawing and Talking Therapy, Bereavement support, Kooth and Attachment Theory. • A significant number of staff have Webster Stratton Classroom Management training and the majority of staff have Team Teach training, Level One STARS training and key members of staff have Level 2 STARS training. • We ensure the effective use of adult support for Literacy and Mathematics • For SLCN we have 2 members of staff who have received TalkBoost training and deliver this intervention in Reception and Year 1. We also work closely with the speech and language therapist (NHS and Chatterbug) who provide training and resources for individual and groups of children. This year we also have a dedicated teaching assistant who works closely with the SENCo and Therapist to deliver SaLT Programmes to pupils from Y 1 – 6. There are also 2 experienced teaching assistants who deliver programmes for pupils in Foundation Stage • We have had whole staff Level 1 STARS Autism Training and key members of staff have received Level 2 training. • We work closely with external agencies and follow advice relating to individuals with SEND. Such working relationships include Occupational Therapists, Educational Psychology team, SENIT (Special Educational Needs Inclusion Team), SENSST (Special Education Needs School Support Team), STARS, Area Inclusion Partnership, Speech and Language Therapist, Pudsey Cluster (incorporating Targeted Services Leader, Family Support Worker, Child Counsellor and Child Psychotherapist), DAHIT, CAMHS, Paediatrics.
6 **Information about how equipment and facilities to support children and young people with special educational needs will be secured.**	Inclusion Budget (£1000) allocated annually to provide specialist resources recommended by external agencies e.g. radio aids (hearing), coloured overlays/work books (Dyslexia) wobble cushions and fidget toys (sensory difficulties), work stations (Autism), writing slopes and grotto grips/ ergonomic pens/pencils (physical needs that affect handwriting), books etc. ▪ Charities ▪ Volunteers
7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.	• Open Phone/Email Policy where parents/carers are welcome and encouraged to contact the Inclusion Manager and Team. Communication is also facilitated by: • School Website • Newsletters to inform parents of events/ meetings / training. • Parents Evenings and Review Meetings • Inclusion Team available and Teachers also present at the end of the day and 1:1 support staff meet and greet their children. • SENCo contacts parents on a rota basis to gather information, advise and inform

8 The arrangements for consulting young people with special educational needs about and involving them in, their education.	▪ Pupil Voice ▪ School Council ▪ Twice yearly Personalised Passport Reviews ▪ Annual Reviews ▪ Personal Interviews
9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.	Please see complaints Policy
10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.	We strongly believe in Multi-agency working and work closely with Children's Social Work Services, Speech and Language, SENIT, SENSAP, STARS, Pudsey Cluster, DAHIT, the Children's Centre at Swinnow, Leeds Rhinos etc.
11 **The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.**	SENDIASS (Special Education Needs Independent Advisory Service) Tel 0113 378 5020 SCOPE Parents Connect Course / Navigate Service For general enquiries and more information about EHCPs, monitoring and quality assurance, you can contact sensap@leeds.gov.uk For general and specific enquiries regarding Funding for Inclusion, Additional Learning Support and any other matters relating to SEND funding, you can contact: ffi@leeds.gov.uk
12 The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.	▪ Carefully considered and planned transition including thorough handover meetings from SENDCo to receiving SENDCo (with parents/carers welcome), staggered and additional transition visits tailored to the needs of the individual child and building up in length/duration. ▪ Comprehensive transition meetings between outgoing and incoming teachers with SENCo ▪ Utilise summer transition activities offered through the Pudsey Cluster. ▪ Support with gaining Independent Travel Training where appropriate.

13 Where the local authority's local offer is published.	http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx

Breakdown of SEN Register Oct 2021

	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6	
EHCP	0	0	0	0	1	1 pending	1 to request 1 pending	3 to request	1
Total Number (K Support)	3	6	15	15	14	14	13	14	94
E band – Speech and language/Autism	0	0	1 pending	1	4	2	1 (1 pending)	1	9 (2 pending)
A band Cog & L	0	1	2 pending	2	1	1	0 (1 pending)	0	5 (3 pending)
F Band -SEMH / Behaviour	0	2 pending	3 (6 pending)	1	0	1	0 (2 pending)	2	9 (10 pending)
Physical /Sensory and Medical	1	0	0	0	1	1	0	0	3

SEND pupils using B Squared

2020 - 2021	Average progress (Expected 80%)
Reading	77.75%
Writing	78.5%
Mathematics	60.06%

Pupils working at or above ARE 2020 21

Years 1 - 6	SEN	Non- SEN
Reading	40%	74%
Writing	20%	51%
Mathematics	34.8%	64%

Key Stage 1	SEN	Non- SEN
Reading	53%	78%
Writing	20%	49%
Mathematics	47%	51%

Key Stage 2	SEN	Non- SEN
Reading	37%	73%
Writing	20%	52%
Mathematics	32%	67%

SEN by Type	National	School
EHCP	3.7%	0.45%
Sen Support	12.7%	21.5%
Moderate Learning Difficulty	2.8%	36%
ASC	6.5%	11%
Hearing Impairment	1.5%	2%
Visual Impairment	0.89	0
Physical	2.11%	5%
Social, Emotional and Mental Health	18%	10.6%
Specific Learning Difficulty	13%	14%
Speech, Language and Communication	22.6%	24.4%